Teaching and Learning Audit
Executive Summary – Coppabella SS
Date of Audit: 29 May 2013

Background:
Coppabella SS is located 150 kilometres west of Mackay on the Peak Downs Highway. The school opened in 1980 and caters for the learning needs of 25 students in Prep - Year 7. Current Principal, Shane Wilkie was appointed permanently to the school in 2013.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Effective Teaching Practices.
- Teacher aides are trained paraprofessionals and delivery programs directly to students. They are highly valued and integral to the teaching and learning process at the school.
- There is a strong collegial culture among staff members and all members of the school community have an obvious sense of belonging and pride in the school.
- Staff members are united in their commitment to improve student outcomes and successful learning of individual students is celebrated by all.
- The importance of positive and caring relationships to successful learning is understood and mutually respectful relationships are clearly evident.

Affirmations:
- The explicit improvement agenda is narrow and sharp, focused on strategies to heighten skills in reading comprehension and implementation of explicit instruction.
- There is a clear expectation that explicit instruction methodology underpins the lesson delivery in classrooms including clear articulation of learning intention and success criteria.
- Data for Years 4 - 7 is mapped clearly in electronic format readily supporting analysis.
- Students have individual reading targets and are monitored through assessments twice per term.
- Community volunteers are welcomed, valued and provide high quality support for programs.
- The Principal provides verbal feedback to teachers on their practice.
- Parents are informed about teaching and learning through newsletters, open evenings twice per year, parent teacher meetings each term, written reports and informal meetings as required.
- There is a commitment for the identification and adoption of a metalanguage throughout teaching and learning to enhance consistency and alignment throughout the school.
- Students are afforded the opportunity to demonstrate their learning through a range of methods including the use of Information Communication Technologies (ICTs).

Recommendations:
- Develop an explicit, coherent and sequenced whole School Curriculum Plan for delivery across all year levels and all key learning areas (KLAs) which makes clear what (and when) teachers should teach and students should learn. Ensure all teachers have a shared understanding of the expectations of the plan, its link to the pedagogical framework and that it is the basis for ongoing discussions about student achievement.
- Articulate and document succinctly the explicit improvement agenda in terms of the specific improvements sought in student performances. Include elements that clarify the intent and success criteria for the agenda and ensure that the plan is rigorously actioned and communicated to parents.
- Ensure the school expectations regarding embedding learning intentions and success criteria into lessons are met. Guide and support teachers to gain proficiency in the practice.
- Define expectations regarding feedback for students and utilise the information to develop individual learning goals for students. Adopt succinct annotation methods to record feedback.
- Document and promote a school wide approach to the integration of higher order thinking in all KLAs. Embed the expectations within the pedagogical framework.